

# Penn Cambria Curriculum

<b>Course Name</b>	<b>US History II (1930- Present)</b>
<b>Length of Course</b>	1 semester in block schedule
<b>Grade Level</b>	11
<b>Prerequisites</b>	Students should take U.S. History II after they have completed U.S. History I (exception: vocational students who need only 1 US history course).
<b>Course Description</b>	This course examines the United States' political, social, and economic structures, contributions and activities as they relate to our region, state, nation, and world. U.S. History II continues the story of America where U.S. History I ended. Topics include: the Great Depression, the New Deal, World War II, the Cold War era, the Civil Rights Movement, the 60's and 70's, the 80's and 90's and major events of the 21 <sup>st</sup> Century.
<b>Units of Study</b>	<ol style="list-style-type: none"> <li>1. 1898-1929 Review</li> <li>2. The Great Depression &amp; the New Deal</li> <li>5. WWII</li> <li>6. The Cold War Era 1945-1965: Containment, Consumerism and Consensus</li> <li>7. The 60s and 70s: Conflict, Confusion and Search for Order</li> <li>8. The 80s and 90s</li> <li>9. The 21<sup>st</sup> Century</li> </ol>
<b>Materials</b>	Text: <b><u>American Anthem</u></b> , Holt, Rinehart c2007 Supplemental Materials: Various video and multimedia resources, primary and secondary source readings

The following PA Academic Standards are integrated throughout this course. In addition, PA Academic Standards specific to a unit of study are contained within that unit.

## History

**8.1.12 A** Evaluate chronological thinking

**8.1.12 B** Synthesize and evaluate historical sources

**8.1.12 C** Evaluate historical interpretation of events

**8.1.12 D** Synthesize historical research

**8.2.12 A & 8.3.12 A** Evaluate the political and cultural contributions of individuals and groups to Pennsylvania and United States history from 1890 to Present (ex: inhabitants, political leaders, military leaders, cultural and commercial leaders, innovators and reformers).

**8.2.12 B & 8.3.12 B** Identify and evaluate primary documents, material artifacts and historic sites important in Pennsylvania and United States history from 1890 to Present.

**8.2.12 C & 8.3.12 C** Identify and evaluate how continuity and change have influenced Pennsylvania and United States history from 1890 to Present (ex: belief systems and religions, commerce and industry, innovations, politics, settlement patterns, social organizations, transportation, Women's Movement).

**8.2.12 D & 8.3.12 D** Identify and evaluate conflict and cooperation among social groups and organizations in Pennsylvania and United States history from 1890 to Present (domestic instability, ethnic and racial relations, labor relations, immigration, military conflicts).

## Civics and Government

**5.2.12 D** Evaluate political leadership and public service in a republican form of government.

**5.3.12 B** Analyze the responsibilities and powers of the national government.

**5.3.12 E** Evaluate the role of political parties in election campaigns.

**5.3.12 J** Evaluate the role of the media in political life in the United States and explain the role of the media in setting the public agenda.

**5.4.12 B** Analyze the United States' interaction with other nations and governmental groups in world events.

**5.4.12 C** Compare how past and present United States' policy issues have changed over time and analyze the impact on future international relationships.

**Geography**

**7.1.12 B** Analyze the location of places and regions.

<b>Unit: 1898-1929 Review</b>
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**Estimated Time:** 1-1.5 weeks

**Curricular Objectives:**

Students will:

1. Identify reasons the US declared war on Spain
2. Explain the events that resulted in the US becoming a world power
3. Compare the foreign diplomacy of progressive presidents
4. Identify causes and effects of WWI
5. Explain reason for and effects of the crash of 1929

**Assessments/ Measurement of Objectives:**

- Objective quizzes and tests
- Student written responses (open-ended, essay and/or constructed response)
- Student created presentations/displays
- Project based learning activities
- Classroom based activities related to learning objectives
- Homework / Independent Practice activities related to learning objectives

**Suggested Methods of Instruction / Learning Activities:**

- Creation of visual display of presidential diplomacy
- Presentation of time capsule elements
- Open-ended response and essay writing activities based on primary and secondary source materials
- Reading across the curriculum activities using primary and secondary sources

## **Unit: The Great Depression & the New Deal**

**Estimated Time:** 3- 3.5 weeks

**Additional Standard Alignment:**

6.1.12 D Describe historical examples of expansion, recession, and depression internationally.

6.2.12 H Evaluate the economic roles of governments

6.3.12 A Analyze actions taken as a result of scarcity issues in the regional, national and international economies.

**Curricular Objectives:**

Students will:

1. Analyze the impact of the Great Depression on American society.
2. Explain Hoover's response to the Great Depression and the nation's reaction.
3. Examine the impact of the Dust Bowl.
4. Compare and contrast the 1<sup>st</sup> and 2<sup>nd</sup> New Deal (including programs and impact)
5. Analyze reactions to the New Deal from both Liberals and Conservatives.

**Assessments/ Measurement of Objectives:**

- Objective quizzes and tests
- Student written responses (open-ended, essay and/or constructed response)
- Student created presentations/displays
- Project based learning activities
- Classroom based activities related to learning objectives
- Homework / Independent Practice activities related to learning objectives

**Suggested Methods of Instruction / Learning Activities:**

- Presentation highlighting comparison of government reaction to depression with ideas and programs in current administration.
- Open-ended response and essay writing activities based on primary and secondary source materials
- Reading across the curriculum activities using primary and secondary sources

<b>Unit: WWII</b>
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**Estimated Time:** 3-3.5 weeks

**Curricular Objectives:**

Students will:

1. Explain how the Treaty of Versailles set the stage for World War II.
2. Compare the rise of totalitarianism in Europe and Asia
3. Describe Hitler's rise to power and the role of appeasement
4. Analyze the causes of World War II.
5. Describe major events in both the European and Pacific theaters.
6. Explain the social, political and economic impact of WWII on the home front.
7. Examine the impacts of the holocaust on Europe and the world.
8. Analyze the results of World War II on the United States and the world.

**Assessments/ Measurement of Objectives:**

- Objective quizzes and tests
- Student written responses (open-ended, essay and/or constructed response)
- Student created presentations/displays
- Project based learning activities
- Classroom based activities related to learning objectives
- Homework / Independent Practice activities related to learning objectives

**Suggested Methods of Instruction / Learning Activities:**

- Time line of key battles and events
- Graphic organizer activities
- Primary source readings and activities
- Life on the home front writings

<b>Unit: The Cold War Era 1945-1965</b>
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**Estimated Time:** 1.5-2.5 weeks

**Curricular Objectives:**

Students will:

1. Explain how the Cold War developed.
2. Identify causes, results, and effects of the Korean War, the Bay of Pigs and the Cuban Missile Crisis on the society and politics of the US.
3. Analyze the impact of changes in American society brought about by advances in technology, communications, and the rise of consumerism.
4. Analyze key foreign and domestic events during the presidencies of Harry Truman and Dwight Eisenhower.
5. Analyze key foreign and domestic events during the presidency of John F. Kennedy.

**Assessments/ Measurement of Objectives:**

- Objective quizzes and tests
- Student written responses (open-ended, essay and/or constructed response)
- Student created presentations/displays
- Project based learning activities
- Classroom based activities related to learning objectives
- Homework / Independent Practice activities related to learning objectives

**Suggested Methods of Instruction / Learning Activities:**

- Presentation on the similarities of the Red Scare of the 1950s and the 1920s.
- Decade project highlighting social issues and changes of the 1950's

## Unit: The 60s & 70s

**Estimated Time:** 3-4 weeks

**Standard Alignment:**

6.1.12 D Describe historical examples of expansion, recession, and depression internationally.

6.2.12 F Identify and analyze forces that can change price.

6.3.12 A Analyze actions taken as a result of scarcity issues in the regional, national and international economies.

5.3.12 H Evaluate the impact of interest groups on the political process.

**Curricular Objectives:**

Students will:

1. Analyze the impact of key figures and events during the **Civil Rights Movement**.
2. Describe US involvement in Vietnam and the social and political impact of the Vietnam Conflict.
3. Examine the impact of the social upheaval of the 1960s.
4. Explain the impact of LBJ's Great Society programs on the country.
5. Analyze the political tensions evident in the country during the 1968 election.
6. Explain major events during Nixon's presidency and the impact of the Watergate scandal on the country.
7. Analyze the impact of the economy and the oil crisis in the 1970's on politics and society.
8. Explain major foreign policy issues in the post-Vietnam era during the presidencies of Nixon and Carter (Oil Crisis, Camp David, Afghanistan, Iranian Hostage Crisis).

**Assessments/ Measurement of Objectives:**

- Objective quizzes and tests
- Student written responses (open-ended, essay and/or constructed response)
- Student created presentations/displays
- Project based learning activities
- Classroom based activities related to learning objectives
- Homework / Independent Practice activities related to learning objectives

**Suggested Methods of Instruction / Learning Activities:**

- Great Society Programs – Then and Now... project
- Graphic organizer on the similarities between the Korean Conflict and the Vietnam Conflict
- Essay describing the effect of public opinion on governmental action or the effect of governmental action on public opinion in the 60s & 70s

## Unit: 80s & 90s

**Estimated Time:** 2 weeks

**Standard Alignment:**

**5.3.12 H** Evaluate the impact of interest groups on the political process.

**Curricular Objectives:**

Students will:

1. Describe factors that led to the growth of conservatism in the late 70's and early 80's.
2. Analyze the impact of key domestic events during the Reagan and Bush presidencies.
3. Describe the events and people which led to the end of the Cold War and the dissolution of the Soviet Union.
4. Identify the social and political impact of UN involvement in the Persian Gulf War.
5. Identify key domestic issues (socially, economically, and politically) during the Clinton presidency.
6. Analyze the key foreign policy issues during Clinton's presidency.
7. Compare social, political, and economic impact(s) of the Reagan, GH Bush, and Clinton administrations.

**Assessments/ Measurement of Objectives:**

- Objective quizzes and tests
- Student written responses (open-ended, essay and/or constructed response)
- Student created presentations/displays
- Project based learning activities
- Classroom based activities related to learning objectives
- Homework / Independent Practice activities related to learning objective

**Suggested Methods of Instruction / Learning Activities:**

- Graphic organizer and presentation of major policy and events of the Reagan, GH Bush and Clinton administrations
- Journal: Historical Occurrences During My Lifetime

<b>Unit: 21<sup>st</sup> Century</b>
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**Estimated Time:** 2 weeks

**Additional Standard Alignment:**

**6.1.12 D** Describe historical examples of expansion, recession, and depression internationally.

**5.3.12 H** Evaluate the impact of interest groups on the political process.

**Curricular Objectives:**

Students will be able to:

1. Examine the political polarization in the country evident in the Election of 2000.
2. Analyze the impact of September 11, 2001 on the United States.
3. Identify the original and ongoing causes of US involvement in Afghanistan and the War in Iraq.
4. Examine the social, political, and economic impact(s) of the G.W. Bush and Obama administrations.
5. Examine the role of the economy in society and politics in the 21<sup>st</sup> Century.
6. Identify major events, key figures and groups shaping current history.

**Assessments/ Measurement of Objectives:**

- A. Objective quizzes and tests
- B. Student written responses (open-ended, essay and/or constructed response)
- C. Student created presentations/displays
- D. Project based learning activities
- E. Classroom based activities related to learning objectives
- F. Homework / Independent Practice activities related to learning objective

**Suggested Methods of Instruction / Learning Activities**

- Election video clips
- Oral history interviews
- Current events readings/discussions